

Guidelines for Holocaust, Genocide and Human Rights Violation Education

In response to Act 70 of 2014 amending
the Act of March 10, 1949 (P.L. 30, No. 14)
July 2015



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov

Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Pedro A. Rivera, Secretary

Office of Elementary and Secondary Education,

Matthew Stem, Deputy Secretary

Bureau of Curriculum, Assessment and Instruction

Rita Perez, Director

Division of Instructional Quality

Ray Young, Chief

The Pennsylvania Department of Education (PDE) does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990.

The following persons have been designated to handle inquiries regarding the Pennsylvania Department of Education's nondiscrimination policies:

For Inquiries Concerning Nondiscrimination in Employment:

Pennsylvania Department of Education
Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417
Fax: (717) 783-9348
Text Telephone TTY: (717) 783-8445

For Inquiries Concerning Nondiscrimination in All Other Pennsylvania Department of Education Programs and Activities:

Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education	Voice: (717) 783-1832
Office of Instructional Quality	Fax: (717) 783-3946
333 Market Street, 3rd Floor	TTY: <u>888-502-6850</u>
Harrisburg, PA 17126-0333	www.education.pa.gov

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

Table of Contents

Introduction	2
Guidelines	4
Instruction Guidelines.....	9
Content Material Guidelines.....	9
Time Allocation for Instruction.....	9
Time Allocation for Professional Development	10
Appendix	
A. Act 70.....	11
B. Guidelines using Holocaust of Nazi Germany Examples.....	15
C. Professional Development.....	21
D. Acknowledgements.....	22

“The General Assembly finds and declares as follows:

To provide children with an understanding of the importance of the protection of human rights and the potential consequences of unchecked ignorance, discrimination and persecution, it is a matter of high priority that children in this Commonwealth be educated concerning the Holocaust, genocide and other human rights violations.

Therefore, the General Assembly strongly encourages school entities in this Commonwealth to offer instruction in the Holocaust, genocide and other human rights violations.”

Pennsylvania Public School Code of 1949

It is the intent of these guidelines to provide Local Education Agencies (LEA's) with parameters for choosing a curriculum or developing a curriculum that provides students in Pennsylvania “with an understanding of the importance of the protection of human rights and the potential consequences of unchecked ignorance, discrimination and persecution.”

Holocaust, genocide and human rights violations education is the story of people. Each number, statistic, chart, or list depicts an individual. It is not an easy story to tell. There can be no simple answers to the complex questions that will arise. There can be no justification for any such actions that lead to genocide and violations of human rights. Each story deserves careful analysis, examination and reflection. In learning the stories, students will develop the capacity to make choices to protect those whose rights may be in jeopardy. The rights of life, liberty and the pursuit of happiness are the foundation of the United States as set forth in the Declaration of Independence as inalienable, rights according to natural law that cannot be taken away, denied or transferred by another.

The Holocaust, genocide and human rights violations are topics that must be taught with compassion and empathy for the victims. Use of primary documents, including personal testimony, and sound historical research from respected resources should be used for curating content and materials. The topic must be connected to the human experience including the resilience of the human spirit and focused outcomes that contribute to prevention of future genocides and human rights violations. Ultimately, students should understand “the importance of the protection of human rights and the potential consequences of unchecked ignorance, discrimination and persecution.” (Act 70 of 2014)

Holocaust, genocide and human rights violations education can be the first encounter of students to inhumanity. Consideration of the solemnness of the subject and the age appropriateness of materials is integral when fostering comprehension and understanding. Photographs of atrocities, stories of cruelty and torture are to be buffered for the age and maturity of the audience, that only the trained, professional teacher in the classroom can do.

Act 70 encourages educators to connect with existing organizations, institutions, and foundations to gain the expertise in content and pedagogy for instructing the subject matter appropriately and effectively. Such training can give educators the resources and guidance

they will need in providing instruction to engage students in critical thought as well as contributing to academic and personal growth. Upon completion of formal instruction, educators can then use the guidelines provided in this document to select or develop curriculum that would be appropriate for inclusion in their district's curriculum and provide instruction that is empathetic, nonjudgmental and accepting of diversity.

Ultimately, it is the choice of each individual to promote respect and acceptance, to challenge the stereotyping, bigotry, discrimination and dehumanization that can lead to genocide and violations of human rights. Educators can provide the tools for individuals to use to meet these challenges.

Guidelines for Curriculum Content

When choosing a curriculum or developing a curriculum to teach Holocaust, genocide and human rights violations education, Act 70 of 2014 provides the following key elements to be considered and included in the content:

The guidelines “encourage the inclusion of all of the following subjects where appropriate in the instruction:

(i) The breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials.

(ii) The definition, history, response and actions taken in the face of genocide, including the Holocaust and any other genocide perpetrated against humanity, including the Rwandan genocide and other genocides committed in Africa, Asia and Europe.

(iii) Human rights violations.

(iv) Anti-Semitism, racism and the abridgment of civil rights.”

1. Academic standards are to be selected by the LEA to meet approved curriculum objectives.

Academic standards:

- Civics and Government
- Economics
- Geography
- History
- English Language Arts

2. Definitions for the following three words are to be included and used as a reference in the prepared curriculum:

Definitions

Holocaust: “The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic people (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.” (United States Holocaust Memorial Museum)

Human rights: “Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.”
(Office of the High Commissioner for Human Rights, the United Nations)

Genocide: Genocide is defined by the United Nations in Article 2 of the Convention on the

Prevention and Punishment of the Crime of Genocide (1948) “[A]ny of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. Imposing measures intended to prevent births within the group;
5. Forcibly transferring children of the group to another group. (United Nations Convention on the Prevention and Punishment of the Crime of Genocide.)”

3. Setting Events and Ideas

Setting events and ideas are programs, proceedings, happenings, policies, activities, etc. that transpired within a country, region, locale that created the occasion for future actions to occur. There are large events and ideas that lead to specific events and ideas to occur, yet multiple specific events can cumulatively create a general setting event.

Any event or idea comes from groups and individuals. Use the categories as a lens to examine events and ideas from the perspective of the group or individual.

Appendix B has specific examples using the Holocaust of Nazi Germany.

A. General Setting Events:

- Economics
- Government
- Geography
- Cultural/historical

B. Specific Setting Events:

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations
- Racism and prejudice

C. Groups and individuals involved in the general and/or specific events in Holocaust, genocide and human rights violations, the groups or individuals involved are identified in the following categories:

- Perpetrators
- Resistance
- Victims
- Bystanders/Onlookers
- Collaborators
- Rescuers

These groups and individuals were from various social identifiers that can be used to examine the membership of the group:

- People in the government
- Military
- Civilians
- Race
- Creed
- Color
- Ethnicity
- Ability
- Sexual orientation
- Age
- Religion

4. Actions

Actions are created by groups and individuals. These actions can be large or small, involved with one, few or many:

- Perpetrators
- Resistance
- Victims
- Bystanders/Onlookers
- Collaborators
- Rescuers

A. General Actions:

- People in the government
- Military
- Civilians
- Race
- Creed
- Color
- Ethnicity
- Ability
- Sexual orientation
- Age
- Religion

B. Specific Actions:

- People in the government
- Military
- Civilians
- Race
- Creed
- Color
- Ethnicity

- Ability
- Sexual orientation
- Age
- Religion

C. Timeline of actions

D. Place of actions (general and specific locations)

5. From ideas to Action

No action from a person can occur without an idea to create the action. What idea motivated the action? Was it an individual's idea, or was it a socially accepted idea that was part of the culture?

When the idea spreads to a group or large population, how was the idea communicated?

From Ideas to Action:

- A. Define the perpetrator's
 - Ideas
 - Motivation
 - Interest/Ideology
 - Intent
- B. How was the message delivered?

6. Consequences

For every action by an individual or group there are consequences. Consequences can be positive or negative. There are short term and long term consequences in multiple areas that are caused by actions. The consequences can then be considered contributing to setting events that then begins a cycle.

When examining consequences of actions consider immediate, short term, long term (months, years, decades, century) for the people involved as well as the cultural and political consequences.

A. General consequences - immediate, short term, long term (months, years, decades, century):

- Economics
- Government
- Geography
- Cultural/historical

B. Specific Consequences - immediate, short term, long term (months, years, decades, century):

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government

- Physical and human geography
- Social organizations
- Racism and prejudice

C. Groups and Individuals

(Perpetrators, Resisters, Victims, Bystanders/Onlookers, Collaborators, Rescuers)

- People in the government
- Military
- Civilians
- Race
- Creed
- Color
- Ethnicity
- Ability
- Sexual orientation
- Age
- Religion

7. Reflections and extensions of social responsibility on Holocaust, genocide and human rights violations

“Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects” (Act 70).

The information from this study of Holocaust, genocide and human rights violations provides evidence of human behaviors in the past, which can shape human behaviors in the present and future.

Upon completion of instruction, what are the reflections and extensions of social responsibility, if any, in the following areas:

- People in the government
- Military
- Civilians as a whole
- Individuals
- Communities
- States
- National
- International

Instruction Guidelines

Instruction in the content of Holocaust, genocide and human rights violations education in compliance with **Act 70 of 2014** must include:

- Compassion for the victims
- Materials and resources from legitimate, responsible resources
- Presentation of historically accurate information
- Opportunities for students to express their realizations, inquiries, confusion and/or clarification in an open, non-judgmental forum
- Correct terminology, vocabulary, labels and encourage students to use this vocabulary
- Specifics-Avoid generalities
- Focused reflections and social responsibility based on thorough use of historical skills

Content Material Guidelines

Material used in instruction to create understanding must be:

- Age-appropriate
- Compassionate, not sensational
 - Use of stories, testimonies, photos, diaries are to support understanding, not for shock value or sensationalism
- Dignified and proper learning occasions that reflect the content
 - Primary documents:
 - trial records, official transcripts
 - original artwork
 - first-person accounts, diaries
 - oral and visual testimony
 - archival movie footage
 - photos
 - newspapers
 - Incidental activities are in poor taste – dioramas, models, puzzles, word searches, etc.
 - NO simulations of any kind (no wearing of costumes, virtual confinement, reenactments, role playing etc.)
- Appropriate and consistent use of language and terminology
 - Use specific language, specific names, labels consistently in all interactions

Time Allocation for Instruction

Holocaust, genocide and human rights violations education is not a quick study. This is not a one or two day, one book, or one-time assembly topic. Time allocated for instruction should be incorporated into the regular curriculum for meeting the Pennsylvania Academic Standards. LEAs must use their professional opinion and examination of content, knowledge of student achievement and targeted learning goals to determine the classroom time spent on the topic. It

is recommended that this time allocation be addressed while taking the following factors into consideration:

1. knowledge of student personalities,
2. prior content learning,
3. teacher capacity for instruction in the subject matter, and
4. appropriate curriculum materials.

When these things have been considered an appropriate time allocation can be determined.

Time Allocation for Professional Development

The purpose of Act 70 is “to provide children with an understanding of the importance of the protection of human rights and the potential consequences of unchecked ignorance, discrimination and persecution, it is a matter of high priority that children in this Commonwealth be educated concerning the Holocaust, genocide and other human rights violations.”

Teaching Holocaust, genocide and human rights violations can be a daunting task to an educator. The guidelines were created to assist educators in choosing curriculum, materials and resources. However, the instruction is entirely up to the expertise of the educator. Each educator has to examine how his or her instruction will enable students to meet the purpose of Act 70.

It is highly recommended that educators reach out to organizations and individuals that provide professional development in expertise and resources related to Holocaust, genocide and human rights violations to gain the necessary content knowledge and pedagogy for meeting the task assigned in Act 70. Organizations, agencies and foundations that have submitted their professional development program and resources for review and have met the guidelines as set forth in Act 70 are posted on the Standards Aligned System website www.pdesas.org; “Materials and Resources” tab, keyword: Holocaust, genocide or human rights violations. Attendance at any of the approved provider workshops indicates compliance with Act 70.

PDE will hold multiple in-person presentations by geographic regions throughout the commonwealth via the Intermediate Unit system. It is the intent of PDE to provide trainings on the guidelines in diverse timeframes to provide flexibility for educator participation. If an educator or school entity has limited resources for professional development opportunities and cannot attend the regional offerings, communication should be made with the project lead for Act 70.

If an educator or school entity would like to host a regional meeting, please contact the project lead for Act 70.

Act 70 Project Lead
Sally M. Flaherty
Social Studies Content Advisor
Pennsylvania Department of Education
717-783-1832
saflaherty@pa.gov

Appendix A

PUBLIC SCHOOL CODE OF 1949 - HOLOCAUST, GENOCIDE AND HUMAN RIGHTS VIOLATIONS INSTRUCTION

Act of Jun. 26, 2014, P.L. 776, No. 70

CL. 24

Session of 2014
No. 2014-70

HB 1424

AN ACT

Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," in terms and courses of study, providing for Holocaust, genocide and human rights violations instruction.

The General Assembly finds and declares as follows:

(1) To provide children with an understanding of the importance of the protection of human rights and the potential consequences of unchecked ignorance, discrimination and persecution, it is a matter of high priority that children in this Commonwealth be educated concerning the Holocaust, genocide and other human rights violations.

(2) Therefore, the General Assembly strongly encourages school entities in this Commonwealth to offer instruction in the Holocaust, genocide and other human rights violations.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, is amended by adding a section to read:

Section 1554. Holocaust, Genocide and Human Rights Violations Instruction.--(a) (1) Beginning with school year 2015-2016, each school entity may offer instruction in the Holocaust, genocide and human rights violations to students. The instruction shall be integrated within the social studies and language arts courses of study required in accordance with State Board of Education regulations. Instruction may also be integrated into other appropriate courses of study.

(2) The Holocaust, genocide and human rights violations instruction permitted pursuant to paragraph (1) shall:

- (i) Be age appropriate.
- (ii) Be sequential in method of study.
- (iii) Communicate the connection between national, ethnic, racial or religious intolerance and the subjects described in subsection (b).
- (iv) Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects described in subsection (b).

(3) School entities may utilize any appropriate public or private materials, personnel and other resources in developing and implementing the program of instruction permitted pursuant to paragraph (1). The Department of Education shall distribute information about appropriate curriculum materials to each school entity. School entities may utilize any curriculum that complies with the requirements of this subsection.

(b) (1) The Department of Education shall establish curriculum guidelines no later than twelve (12) months after the effective date of this section. The guidelines shall encourage the inclusion of all of the following subjects where appropriate in the instruction:

(i) The breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials.

(ii) The definition, history, response and actions taken in the face of genocide, including the Holocaust and any other genocide perpetrated against humanity, including the Rwandan genocide and other genocides committed in Africa, Asia and Europe.

(iii) Human rights violations.

(iv) Anti-Semitism, racism and the abridgment of civil rights.

(2) The Department of Education shall work in consultation with organizations and individuals that provide educational expertise and resources related to the Holocaust, genocide and human rights violations to develop the curriculum guidelines. The guidelines shall state the minimum amount of instruction necessary to adequately educate students on the Holocaust, genocide and human rights violations.

(c) Beginning with the 2015-2016 school year, the Department of Education shall make available, to all school entities, in-service training programs based upon the instruction provided for under subsection (a) and the curriculum guidelines established pursuant to subsection (b).

(d) (1) Beginning with the 2015-2016 school year, each school entity providing instruction under subsection (a) shall provide, as part of its in-service training, programs on the Holocaust, genocide and human rights violations for all instructors whose teaching responsibilities include courses of study in that instruction concerning the Holocaust, genocide and human rights violations is integrated. A school entity may utilize the programs made available by the Department of Education or use other alternative programs that are consistent with the provisions of this section.

(2) Employees required completing continuing professional education under section 1205.2 shall receive credit toward the continuing professional education requirements where the training program provided pursuant to paragraph (1) has been approved by the Department of Education.

(e) The Department of Education shall provide the guidelines, in-service training and any other materials developed in accordance with this section to any nonpublic school within this Commonwealth upon receiving a request from the nonpublic school.

(f) The State Board of Education shall:

(1) Conduct a study regarding the manner in that instruction in the Holocaust, genocide and human rights violations is offered by school entities in this Commonwealth. In conducting the study, the State Board of Education shall request that each school entity provide the State Board of Education with information concerning whether the school entity offers such instruction and the manner in that such instruction is offered. Each school entity shall provide information to the State Board of Education in response to a request under this paragraph. Following the 2016-2017 school year, but not later than November 30, 2017, the State Board of Education shall issue a report to the Governor, the Secretary of Education, the Chairman and Minority Chairman of the Education Committee of the Senate and the Chairman and Minority Chairman of the Education Committee of the House of Representatives addressing the following:

(i) The number of school entities offering instruction in the Holocaust, genocide and human rights violations.

(ii) The number of school entities using the curriculum guidelines established by the Department of Education under subsection (b).

(iii) The number of school entities using the in-service training programs made available by the Department of Education under subsection (c).

(iv) A description of the manner in that school entities are offering instruction in the Holocaust, genocide and human rights violations, including the number of hours of instruction

offered, the grade levels at that such instruction is offered and the course within such instruction is integrated.

(v) The recommendations for improvements to the offering of instruction in the Holocaust, genocide and human rights violations, including recommended legislation.

(2) Adopt a regulation, pursuant to the act of June 25, 1982 (P.L.633, No.181), known as the "Regulatory Review Act," to require school entities to offer instruction in the Holocaust, genocide and human rights violations that is consistent with subsections (a) and (b), if the study conducted by the State Board of Education under paragraph (1) demonstrates that less than ninety percent of the school entities are offering instruction in the Holocaust, genocide and human rights violations consistent with subsections (a) and (b).

(3) Adopt rules and regulations necessary for the implementation of this section pursuant to the "Regulatory Review Act."

(g) For purposes of this section, the term "school entity" shall mean a school district, charter school, regional charter school, cyber charter school, intermediate unit or area vocational-technical school.

Section 2. This act shall take effect in 60 days.

APPROVED--The 26th day of June, A.D. 2014.

Appendix B

The following chart provides examples of using the guidelines in the context of the Holocaust of Nazi Germany. This content is not totally inclusive. It is not meant to be a scope and sequence for course instruction. It is provided as an example of using the guidelines to examine historic content. Content for Holocaust education must include “the breadth of the history of the Holocaust, including the Third Reich dictatorship, concentration camp system, persecution of Jews and non-Jews, Jewish and non-Jewish resistance and post-World War II trials.” (Act 70)

1. Academic standards are to be selected by the LEA to meet approved curriculum objectives.

Academic Standards:

- Civics and Government
- Economics
- Geography
- History
- English Language Arts

2. Definitions for the following three words are to be included and used as a reference in the prepared curriculum:

Holocaust: “The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic people (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.” (United States Holocaust Memorial Museum)

Human rights: “Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.”
(Office of the High Commissioner for Human Rights, the United Nations)

Genocide: Genocide is defined by the United Nations in Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide (1948) “[A]ny of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

1. Killing members of the group;
2. Causing serious bodily or mental harm to members of the group;
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
4. Imposing measures intended to prevent births within the group;
5. Forcibly transferring children of the group to another group” (United Nations)

3. Setting Events and Ideas

Setting events and ideas are programs, proceedings, happenings, policies, activities, etc. that transpired within a country, region, locale that created the occasion for future actions to occur. There are large events and ideas that lead to specific events and ideas to occur, yet multiple specific events can cumulatively create a general setting event. Any event or idea comes from groups and individuals. Use the categories as a lens to examine events and ideas from the perspective of the group or individual.

Guidelines	Holocaust of Nazi Germany
<p>A. General Setting Events:</p> <ul style="list-style-type: none"> • Economics • Government • Geography • Cultural/historical 	<p>Such as:</p> <p>Europe Post WW I – geographically, politically</p> <p>The rise of the Third Reich and Hitler's Germany</p> <p>Inflation</p> <p>Worldwide economic depression of the 1930's</p> <p>Historic antisemitism</p>
<p>B. Specific Setting Events:</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations • Racism and prejudice 	<p>Such as:</p> <p>Oaths of Loyalty</p> <p>Nuremberg Laws (1935)</p> <p>Jews and Judaism</p> <p>Third Reich Germany as a world player in geopolitical circles in the 1920's, 30's and 40's</p>
<p>C. Groups and Individuals involved in the general and/or specific events</p> <p>In Holocaust, genocide and human rights violations, the groups or individuals involved are identified in the following categories:</p> <ul style="list-style-type: none"> • Perpetrators • Resistance • Victims • Bystanders/Onlookers • Collaborators • Rescuers <p>These groups and individuals were from various social backgrounds</p>	<p>Such as:</p> <p>The persecution of targeted populations</p> <p>Nazi's – as a group and in specific individuals</p> <p>Gestapo</p> <p>SS troops</p> <p>Churches</p> <p>Social groups that collaborated</p> <p>Individuals who collaborated</p> <p>Social groups that protected</p> <p>Individuals who protected</p> <p>Resistance/ Resisters – cultural/spiritual resistance and active/armed resistance</p> <p>Victims – Jews, mentally disabled, Roma and Sinti people, Jehovah's Witnesses, homosexuals, dissenting clergy, Communists, Socialists, other political</p>

<p>that can be used to examine the membership of the group:</p> <ul style="list-style-type: none"> • People in the government • Military • Civilians • Race • Creed • Color • Ethnicity • Ability • Sexual orientation • Age • Religion 	<p>enemies, Poles, Slavs, and Soviet POW's</p>
<p>4. Actions Actions are created by groups and individuals. These actions can be large or small, involved with one, few or many:</p> <ul style="list-style-type: none"> • Perpetrators • Resistance • Victims • Bystanders/Onlookers • Collaborators • Rescuers 	
Guidelines	Holocaust of Nazi Germany
<p>A. General Actions:</p> <ul style="list-style-type: none"> • People in the government • Military • Civilians • Race • Creed • Color • Ethnicity • Ability • Sexual orientation • Age • Religion 	<p>Such as:</p> <p>The Third Reich Organization</p> <p>Social programs of the Third Reich</p> <p>The concentration camp system</p> <p>The persecution of targeted populations</p> <p>The resistance by citizens, countries</p> <ul style="list-style-type: none"> • Jewish • Non-Jewish • National political actions • International political actions <p>Einsatzgruppen</p> <p>Slave labor</p> <p>Ghettoization</p> <ul style="list-style-type: none"> • The Warsaw ghetto <p>International response to Nazi Germany's actions</p>
<p>B. Specific Actions:</p> <ul style="list-style-type: none"> • People in the government • Military • Civilians 	<p>Such as:</p> <p>Hitler awarded dictatorship status</p> <p>Concentration camps open</p> <p>Gestapo is created</p>

<ul style="list-style-type: none"> • Race • Creed • Color • Ethnicity • Ability • Sexual orientation • Age • Religion 	<p>Heinrich Himmler appointed as <i>Reichsführer SS</i></p> <p>Nazis pass law allowing for forced sterilization of those found by “Hereditary Health Court” to have genetic defects</p> <p>Nazis pass a law against “habitual and dangerous criminals”, that allows beggars, the homeless, alcoholics and the unemployed to be sent to concentration camps</p> <p>Nuremberg Race Laws decreed Kristallnacht</p> <p>The St. Louis, a ship with 930 Jewish refugees, is turned away by Cuba, the United States and other countries and returns to Europe</p> <p>Warsaw ghetto resistance</p> <p>Sobibor- Jewish and Russian prisoners mounted an escape attempt on October 14, 1943. About 60 of 600 prisoners involved in the escape survived to join Soviet partisans. Ten S.S. guards were killed and one wounded</p> <p>Allied Nations before, during and after liberation</p>
C. Time line of actions	<p>Such as:</p> <p>Middle Ages</p> <p>World War I</p> <p>Other individual years, months, days, hours</p>
D. Place of actions (general and specific locations)	<p>Such as:</p> <p>Europe</p> <p>Germany, Poland</p> <p>Auschwitz, Treblinka, Sobibor</p> <p>Warsaw</p>
<p>5. From ideas to Action</p> <p>No action from a person can occur without an idea to create the action. What idea motivated the action? Was it an individual’s idea, or was it a socially accepted idea that was part of the culture?</p> <p>When the idea spreads to a group or large population, how was the idea communicated?</p>	
Guidelines	Holocaust of Nazi Germany

<p>From Ideas to Action:</p> <p>A. Define the perpetrator's</p> <ul style="list-style-type: none"> ▪ Ideas ▪ Motivation ▪ Interest/ideology ▪ Intent <p>B. How was the message delivered?</p>	<p>Such as:</p> <p>Dehumanization of Jews</p> <p>Social practice of accepted norms</p> <p>Propaganda media, film, print, actions</p> <p>Legal action</p>
<p>6. Consequences</p> <p>For every action by an individual or group there are consequences. Consequences can be positive or negative. There are short term and long term consequences in multiple areas that are caused by actions. The consequences can then be considered contributing to setting events that then begins a cycle.</p> <p>When examining consequences of actions consider immediate, short term, long term (months, years, decades, century) for the people involved as well as the cultural and political consequences.</p>	
Guidelines	Holocaust of Nazi Germany
<p>A. General Consequences immediate, short term, long term (months, years, decades, century):</p> <ul style="list-style-type: none"> • Economics • Government • Geography • Cultural/historical <p>B. Specific Consequences- immediate, short term, long term (months, years, decades, century):</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations • Racism and prejudice <p>C. Groups and Individuals (Perpetrators, Resisters, Victims, Bystanders/Onlookers, Collaborators, Rescuers)</p> <p>Consequences - immediate, short term, long term (months, years, decades, century):</p> <ul style="list-style-type: none"> • People in the government • Military • Civilians 	<p>Such as:</p> <p>Immediate consequences for the Third Reich</p> <p>Ultimate consequence for the Third Reich</p> <p>Nuremburg trials</p> <p>Emigration</p> <p>Displacement</p> <p>Such as:</p> <p>Cultural and spiritual resistance</p> <p>Contribution to creating The United Nations human rights recognition</p> <p>The human component –</p> <p>Literature, art, music, medical</p> <p>Further conflict and resolution knowledge</p> <p>Such as:</p> <p>War Crime Trials</p> <p>Nuremberg Trials</p> <p>Displaced persons</p> <p>Emigration</p> <p>Immigration</p> <p>Declaration of Rights of the Child 1949</p>

<ul style="list-style-type: none"> • Race • Creed • Color • Ethnicity • Ability • Sexual orientation • Age • Religion 	
<p>7. Reflections and Extensions of Social Responsibility on Holocaust, genocide and human rights violations</p> <p>“Communicate the impact of personal responsibility, civic engagement and societal response within the context of the subjects” (Act 70)</p> <p>The information from this study of Holocaust, genocide and human rights violations provides evidence of human behaviors in the past, which can shape human behaviors in the present and future.</p>	
<p>Upon completion of instruction, what are the reflections and extensions of social responsibility, if any, in the following areas:</p> <ul style="list-style-type: none"> • People in the government • Military • Civilians as a whole • Individuals • Communities • States • National • International 	

Appendix C: Professional Development

The guidelines will be published on the Standards Aligned System (SAS) website (www.pdesas.org).

The PDE social studies advisor and partners from the expert steering committee will conduct regional workshops through the intermediate unit system of support for content teachers (social studies and language arts) and/or administration (curriculum directors). To schedule a professional development opportunity, email Sally Flaherty, saflaherty@pa.gov.

Holocaust, genocide and human rights violations education will be featured content on the SAS homepage with links given to materials and resources.

Materials and resources that support instruction and content as outlined in the legislation will go through a review process for the established guidelines and criteria for publication on “Publish Your Best” in the Standards Aligned System webpage of the Department of Education (www.pdesas.org).

A Professional Learning Community is available on the Standards Aligned System of the Department of Education (www.pdesas.org) for professional development opportunity updates, conferences, resources and publications. A forum/blog are also established to support educators as they provide instruction.

It is encouraged that LEAs receive additional, specific training on Holocaust, genocide and human rights violations education beyond the minimum provided by Act 70. A list of organizations, foundations and agencies available for such professional development are available on the Standards Aligned System of the Department of Education (www.pdesas.org) in the Professional Learning Community for Act 70, Holocaust, Genocide and Human Rights Violations Education.

Appendix D: Acknowledgements

The Commonwealth of Pennsylvania gratefully acknowledges the content of these guidelines and the support of Holocaust, genocide and human rights violations education to the following individuals and organizations.

Randi Boyette

Director of Education
Anti-Defamation League

Hank Butler

Executive Director
Pennsylvania Jewish Coalition

Tim Crain, Ph.D.

Director of the National Catholic Center for
Holocaust Education
Seton Hill University
Greensburg, PA

Elaine Culbertson

Executive Director
American Gathering of Jewish Holocaust
Survivors and Their Descendants,
Convener of Consortium of Holocaust
Educators of Greater Philadelphia Area,
Chair of Pennsylvania Holocaust Education
Council

Josey G. Fisher

Gratz College - Director, Holocaust Oral
History Archive; Faculty, Holocaust and
Genocide Studies
Consortium of Holocaust Educators of
Greater Philadelphia - Co-Convener

Peter Fredlake

United States Holocaust Memorial and
Museum

Matthew Hamilton

Education Program Manager
Holocaust Center of Greater Pittsburgh

Ira Hiberan

Executive Secretary
Pennsylvania Council for the Social Studies

Dr. Arnold Hillman

Pennsylvania Association of Rural and
Small Schools

Jason Russo

Master Educator
Holocaust Center of Pittsburgh

Michael A. Sand

Past Chair, Pennsylvania Jewish Coalition
Chair, Governor's Holocaust
Commemoration Committee, Pennsylvania
Jewish Coalition

Linda Weiner Seligson,

York Jewish Community Center

Kori Street, PhD.

Director of Education,
University of Southern California Shoah
Foundation – Institute for Visual History and
Education

Forristyna Woodard Walker, M.Ed.

Retired Academic Curriculum Coach
School District of Philadelphia

"In Germany they first came for the Communists,
and I didn't speak up because I wasn't a Communist.

Then they came for the Jews,
and I didn't speak up because I wasn't a Jew.

Then they came for the trade unionists,
and I didn't speak up because I wasn't a trade unionist.

Then they came for the Catholics,
and I didn't speak up because I was a Protestant.

Then they came for me
and by that time no one was left to speak up."

Pastor Martin Niemöller, 1892-1984